



Motivational Interviewing Intensive



How MI Can Help Your Students

Job Corps National Health & Wellness Conference
November 17th-19th, 2010 * Orlando, FL

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www.mitrainingtoday.com

Goals for the Training:



1. Introduction to Motivational Interviewing

- ❖ Develop a basic knowledge of MI Concepts & Skills
- ❖ Practice MI style and skills to engage clients, handle resistance, and evoke change language to facilitate more preferred outcomes
- ❖ Take-home tips/skills to try out

2. Stages of Change Model

3. Increase Comfort Level w/ MI Approach

4. The Integration of MI into your work

What is Motivational Interviewing?



A communication style that is...

- Client-centered
- Directive
- Targets behavior change
- Explores and resolves ambivalence
- Enhances autonomy

(Miller & Rollnick, 2002)

*Primary Focus: to elicit & strengthen motivation for positive change

A Continuum of Styles

Directing

$\langle \Rightarrow \rangle$

Guiding

$\langle \Rightarrow \rangle$

Following

Behavior therapy
Cognitive therapy
Reality therapy
Dr. Phil

Motivational interviewing
Solution-focused therapy

Psychodynamic psychotherapy
Client-centered therapy

*Slide courtesy of Dr. William Miller

MI Background- SUD treatment



- Developed in 1983 by Bill Miller in the treatment of problem drinkers, further concepts were later elaborated on by Bill Miller and Stephen Rollnick in 1991.

Motivational Interviewing: Preparing People for Change

(2nd edition)

- Rogers' client-centered therapy (Rogers, 1951),
- Prochaska and DiClemente's transtheoretical model of change (Prochaska & DiClemente, 1984)
- Rokeach's work on human values (Rokeach, 1973)
- Bem's work on self-perception theory (Bem, 1967)

Broader than Behavior Change...



- Decision – to make a choice
 - ❖ Forgiveness, Leaving or staying
- Attitude - to become a different person
 - ❖ To be more Compassionate, Assertive etc.
- Resolution - Acceptance
 - ❖ Complicated grief
 - ❖ Finding peace regarding a decision
 - ❖ Tolerance for anxiety, uncertainty etc.

*Slide courtesy of Dr. William Miller

Effectiveness of MI

- 300+ Studies in:
 - Addictions
 - Gambling
 - Medication adherence
 - Diet and exercise
 - Co-occurring disorders
 - Eating disorders
 - Mandated clients
 - Adolescents
 - Domestic Violence

8 Stages of Learning MI



1. The Spirit of Motivational Interviewing
2. OARS Skills
3. Eliciting Change Talk
4. Reinforcing Change Talk
5. Rolling with Resistance
6. Developing a Change Plan
7. Consolidating Commitment
8. Using MI with Other Methods

(Miller & Moyers, 2006)

Needs Assessment



- What do you already use that works to motivate your students?
- What do you see others using that doesn't work?

Background: Early Concepts about Motivation



- People are either motivated or not
- If they are not motivated, there is not much we can do
- A client is motivated when he/she agrees with the counselor/social worker
- Confrontation, advice, or threats of consequences are the best way to bring about change



One speaker and
one listener
(NOT your boss)

SPEAKER: Topic--
Something about
yourself you really...
Want to change
Need to change
Should or ought
to change
Have been
thinking about
changing
But you haven't
done yet
(ambivalence)

Persuasion Exercise

Let's see if this works...

LISTENER:

1. Explain why the person should make the change.
2. Give at least 3 specific benefits that would result from making the change.
3. Emphasize how important it is to change.
4. Persuade the person to do it!

If you meet resistance, repeat the above.
(This is NOT Motivational Interviewing)

5. SWITCH



What Good Listening Is Not

(Thomas Gordon)

- Asking questions
- Agreeing, approving, praising
- Advising, suggesting, providing solutions
- Arguing, persuading w/logic, lecturing
- Analyzing or interpreting
- Assuring, sympathizing or consoling



Common Reactions To Not Feeling Listened To...

- Angry
- Oppositional
- Discounting
- Defensive
- Justifying
- Not understood/heard
- Procrastinate
- Disengaged
- Helpless



A TASTE OF MI

One speaker and one listener/worker (NOT your boss)

SPEAKER: Topic-- Something about yourself you really...

- Want to change
- Need to change
- Should or ought to change
- Have been thinking about changing

But you haven't done yet (ambivalence)

LISTENER:

1. Listen carefully with the goal of understanding the dilemma.
2. Give no advice.



A TASTE OF MI

Ask these open-ended questions and listen with interest:

- 1. Why would you want to make this change?**
- 2. How might you go about it in order to succeed?**
- 3. What are the three best reasons to do it?**
- 4. Summarize what you heard.**
- 5. Ask, “What will you do next?”**
- 6. SWITCH**



Common Reactions to Being Listened To...

- UNDERSTOOD
- WANT TO TALK MORE
- LIKING THE WORKER
- OPEN
- ACCEPTED
- RESPECTED
- ENGAGED
- ABLE TO CHANGE
- SAFE
- EMPOWERED
- HOPEFUL
- COMFORTABLE
- INTERESTED
- WANT TO COME BACK
- COOPERATIVE

Motivational Interviewing

SPIRIT...

- Autonomy
- Collaboration
- Evocation

TECHNIQUES (opening)...

- Open-ended questions
- Affirmations
- Reflections
- Summaries

Spirit of MI (ACE)



- **Autonomy** (vs. Authority)
- **Collaboration** (vs. Confrontation)
- **Evocation** (vs. Educating/Lecturing)

...Compassion

SPIRIT: Autonomy



SPIRIT: Collaboration



SPIRIT: Evocation

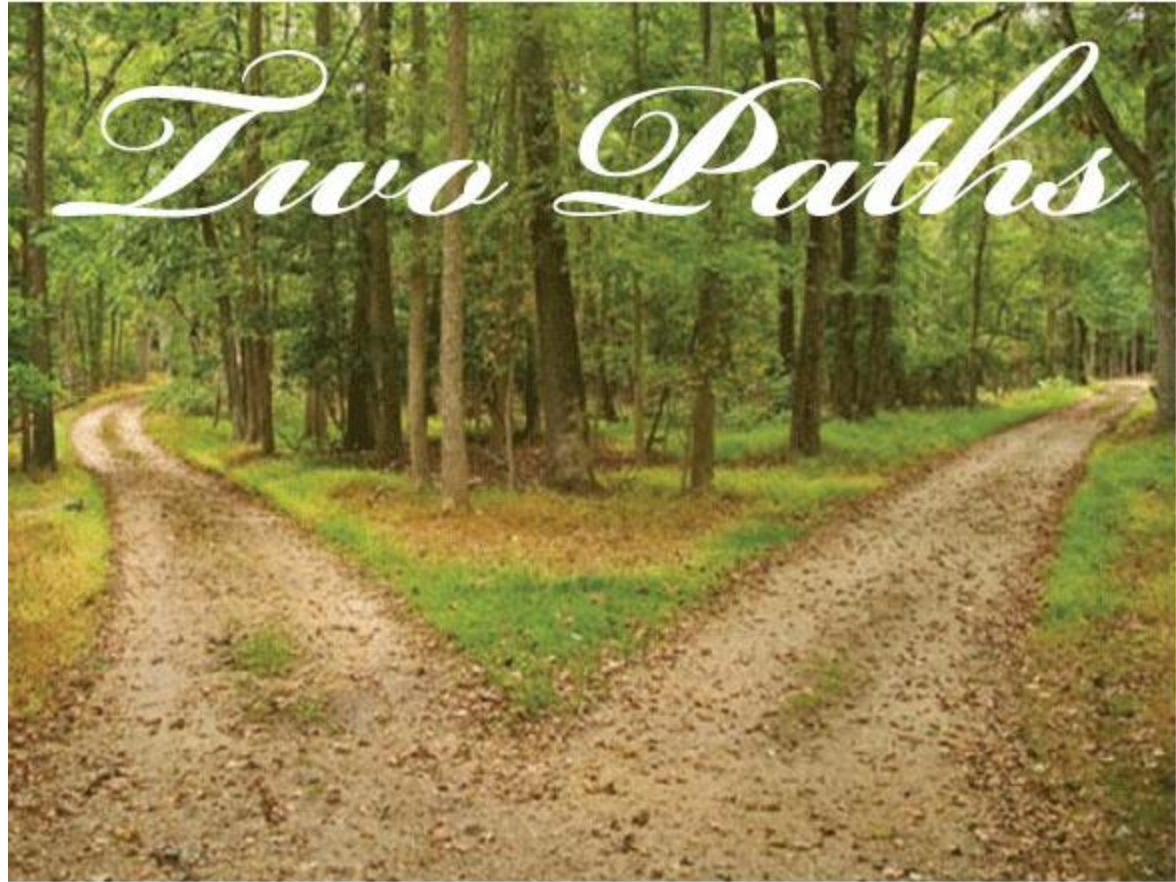


Fundamental Spirit of MI



- Respect the client's ability to choose. We're not the experts on our client's lives, they are
- A belief that people possess powerful potential for change & they are the only ones with the power to change
- Ambivalence to change is not pathological, it is "normal"

Ambivalence is Normal



MI: General Principles



- Express empathy
- Develop discrepancy (present behavior vs. goals/values)
- Roll with resistance
- Support self-efficacy (nurture hope & confidence)

Empathy



What empathy is not...

- Apathy
- Antipathy
- Sympathy

What response do these elicit?

Express Empathy



“being empathetic is to perceive the **internal frame of reference** of another with accuracy...it means to sense the hurt or the pleasure of another as he senses it...”
(Rogers)



Develop Discrepancy



- The feeling that one's current behavior is out of line with one's goals or values
- Discrepancy between behaviors and goals motivates change
- Have the client present reasons for change (elicit change talk)

Roll with Resistance



- Arguing is counterproductive
- We want the client to be the one arguing for change
- Resistance is signal to us to respond differently



Support Self-Efficacy

- The belief that change is possible is critical
- Client is responsible for choosing and carrying out actions to change

Supporting Efficacy - An Experiment

- 3 alcoholism treatment programs
- Subset of clients with particularly high alcoholism recovery potential (HARP) were identified
- Counselors were told who HARP patients were
- Counselors rated all patients following treatment
- Measured client behavior following treatment



Supporting Efficacy - An Experiment



- Counselors rated HARPS patients to be:
 - More motivated for counseling
 - More punctual
 - Higher in self-control
 - Neater and more attractive in appearance
 - More cooperative
 - Showing better recovery

Supporting Efficacy - An Experiment



- Results
 - Higher rates of abstinence
 - Longer spans of abstinence
 - Fewer slips
 - More employment

Supporting Efficacy - An Experiment



- The secret:
 - HARPS were selected at random from among clients in each treatment program
 - HARP vs. non-HARP clients did not differ from each other on prior treatment history or severity of alcoholism

Motivational Interviewing

SPIRIT...

- Autonomy
- Collaboration
- Evocation

TECHNIQUES (opening)...

- Open-ended questions
- Affirmations
- Reflections
- Summaries

Open Questions

- Open the door, encourage the client to talk
- Do not invite a short answer
- Leave many ways for client to respond

Closed Questions

- Have a short answer (like Yes/No)
- Ask for specific info. (ex. What is your address?)
- Might be choosing from multiple options
- They limit the client's answer options

Open or Closed?

- What would you like to get out of this group?
- Is your family supportive?
- Tell me about your goals.
- Are you concerned about your drinking?
- What do you think might help in this situation?
- How has your life changed?
- Is this an open question?

MI Guidelines

Take-Home Tip

- Ask fewer questions
- Don't ask 3 questions in a row
- Ask more open than closed questions
- Offer at least 2 reflections for each question asked

Affirm the Person



Acknowledgement of...

- Struggles or difficulties
- Successes
- Skills/strengths
- Goals/values
- Something they view as a weakness (reframing)

Affirmations Include...



Commenting positively on an attribute:

- You're a strong person, you've survived so many things.

A statement of appreciation:

- Thank you for your honesty.

Recognize their efforts:

- You really took action and followed up on that referral.

Highlighting a value:

- It's really important to you to be a good friend.

*** Client-centered, not counselor-centered.**

Benefits of Affirmations



- Strengthens the working relationship
- Enhances an attitude of self-responsibility and empowerment
- Reinforces effort
- Supports self-esteem

Slide compliments of Steve Berg-Smith

Catch the Affirmation...



Client states:

“This is a waste of my time. I keep coming to these places and no one ever helps me. Just tell me what I have to do?”

What can you affirm?

Don't let it pass you by...



Client states:

“I like working on computers, but I don't really think I'm good at anything. I probably won't ever be able to find a job.”

What can you affirm?

Reflections



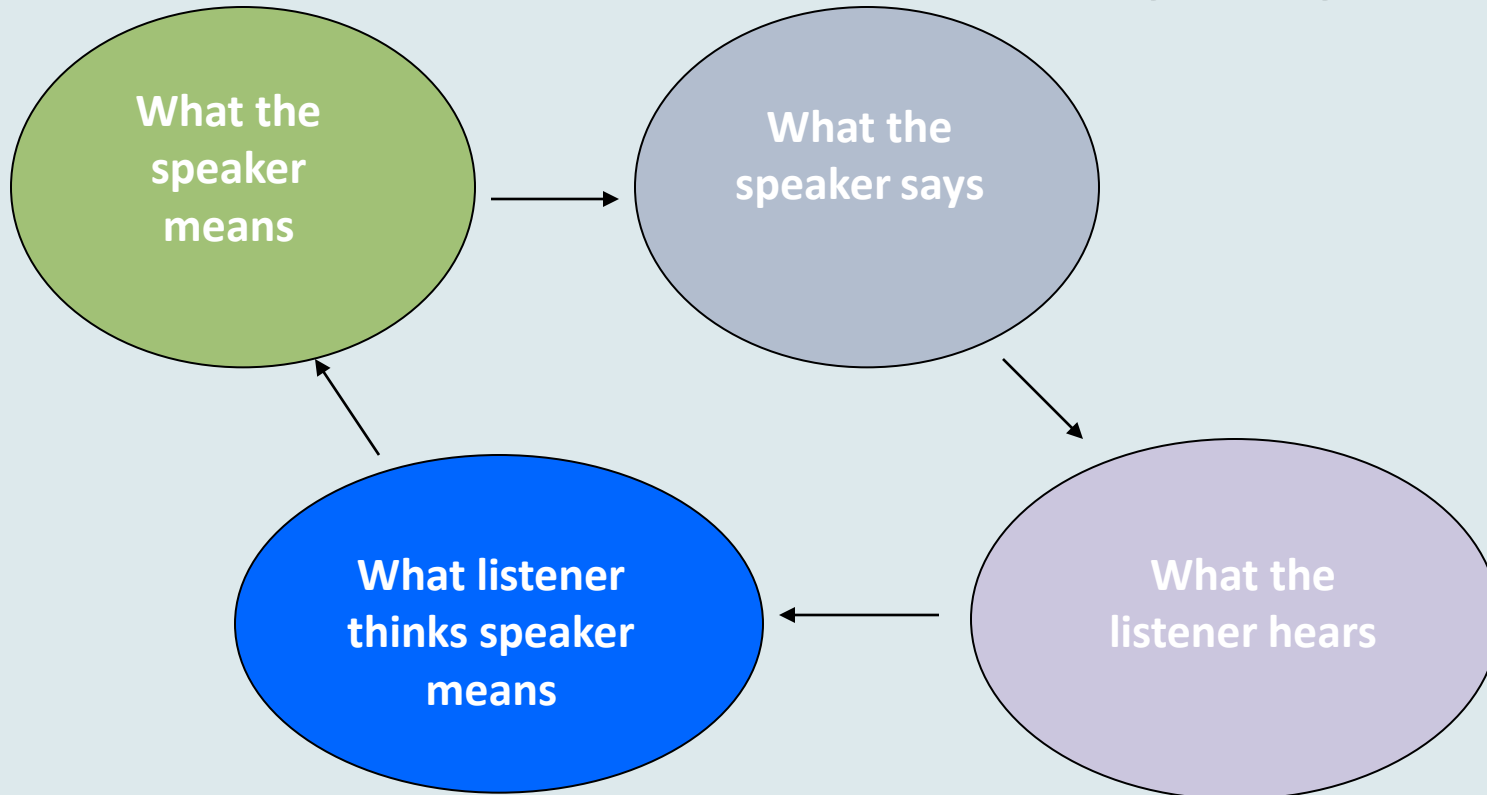


**“Most people
know the solution-
even if they are
reluctant to use it.”**

(Miller, 2008)

4 Places Communication Can Go Wrong

Bridge the gap by reflecting!



By Thomas Gordon

Why the Emphasis on Reflections?



- **Questions**
 - People do NOT feel listened to with questions
 - Agenda is “listener’s” not speaker’s
- **Research**
 - Get more and more valid info with reflections than with questions
- **Reflections**
 - Speaker feels listened to and *heard* and *cared* about
 - Therefore, willing to disclose more and better info
 - Speaks about what’s on his or her mind rather than answering what is on listener’s mind
 - Less lying

What Is A Reflection?



- Always a statement, not a question.
- Drop voice at end of sentence.
- Can choose to reflect content or feelings
- Use the client's language
- Examples of stems:
 - “It sounds like you....”
 - “You are feeling....”
 - “You’re wondering if...”
 - “ You...”

Different Levels of Reflection



- **Simple Reflections**
 - Repetition
 - Rephrase
- **Complex Reflections**
 - Paraphrase – infers meaning
 - Reflect affect – emphasizes the emotion
 - Reflect values – highlights importance
 - Double-sided – Reflect ambivalence/states both sides

Reflective Listening



- Watch for judging, criticizing or blaming
- Be aware of intonation
- Be aware of your own values coming into play
- **LET IT LAND!!**

Remember



Importance of Being Non-judgmental:

The paradox of change: when a person feels accepted for who they are and what they do - no matter how unhealthy - it allows them the freedom to consider change rather than needing to defend against it.

(STEVE BERG-SMITH, 2004)

The MI Shift...



- From feeling responsible for changing clients' behavior to *supporting them in thinking & talking about their own reasons and means for behavior change*

Slide provided by Steve Berg-Smith

Why Summarize?



- **Summarize perspectives on change**
 - Listener chooses what to include and emphasize
 - Include client's concerns about change, problem recognition, ambivalence about change, optimism about change
 - Serves as a connector in session
- Lets the client know you are listening
- You can invite client to respond to your summary

Summaries



- **Elicit more information:**

So far you've expressed concern about your partying and also your need to find a job. What else?

- **Transition/Shift Focus :**

Let me see if I've got what you've said so far...

Now, I'm wondering if it would be ok for us to check in about _____

- **Summarize (Ambivalence) & Key Question:**

Let me summarize what you've told me so far. You've been feeling... and at the same time you feel... I'm wondering, what do you feel like would be the next best step for you?

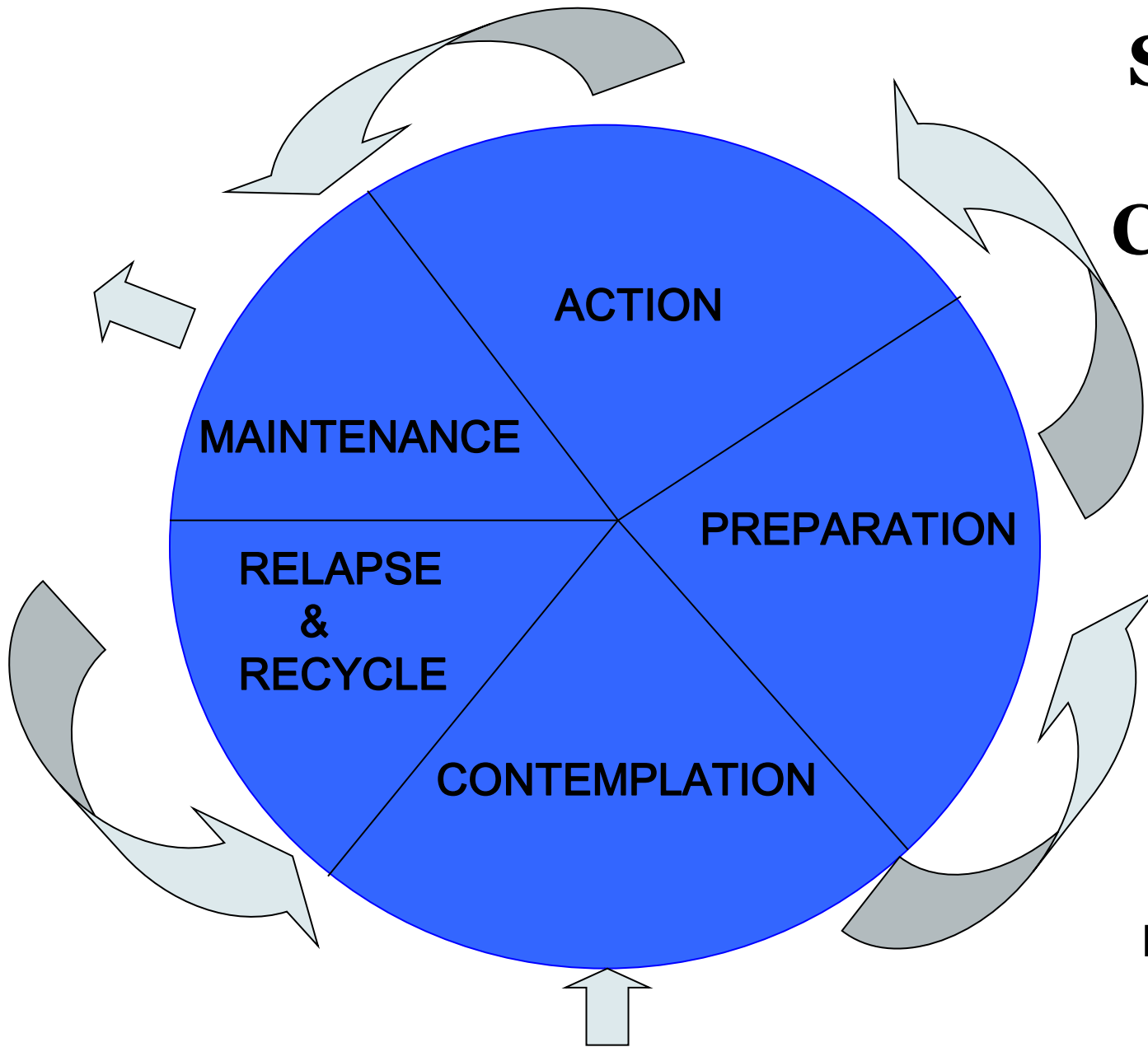


Group Exercise



- Think back to the behavior that you have been considering changing
- How long have you been considering changing this behavior?
- What has stopped you from making the change?
- What would need to happen for you to make the change?

STAGES OF CHANGE



Prochaska and
DiClemente

Transtheoretical Model of Change



- Spiral pattern more reflective of actual movement through stages versus linear model
- 85% of relapsers recycle back to contemplation or preparation



Stages of Change Model



- ***Precontemplation:*** Entry point to the process of change. Person is not yet considering the possibility of change. Does not see themselves as having a problem.
- ***Tasks:*** Provide information and feedback to raise awareness of the problem and the possibility of change; raise doubt; increase perception of risks and problems.

Stages of Change Model



- ***Contemplation:*** Characterized by ambivalence; both considers and rejects change. Seesaws between reasons to change and reasons to stay the same.
- ***Tasks:*** Tip the balance in favor of change; evoke reasons to change; risks of not changing; strengthen client's belief that change is possible.

Stages of Change Model



- ***Preparation:*** Characterized by accepting the need to change; to do something about the problem. At this point, either enters into action or slips back into contemplation.
- ***Tasks:*** Help the client determine the best course of action to take in seeking change. Help find a change strategy that is acceptable, accessible, appropriate and effective.

Stages of Change Model



- **Action:** The person is engaging in particular actions to bring about change (e.g., treatment). The goal is to produce change in the problem areas.
- **Tasks:** Help the client take steps toward change.

Stages of Change Model



- ***Maintenance:*** Maintaining the changed behavior; avoiding the problem behavior. The challenge is to sustain the change accomplished by previous action and to prevent relapse.
- ***Tasks:*** Help the client to identify and use strategies to prevent relapse.

Stages of Change Model



- ***Lapse/Relapse:*** A reversion back to problem behavior. Normal, expected occurrences as a person seeks to change any long-standing pattern.
- ***Tasks:*** Help the client to renew the process of contemplation, determination, and action without becoming stuck or demoralized because of relapse.

S.O.C. Model- Child Welfare



- <http://www.ncsacw.samhsa.gov/training/toolkit/toolkit-module4.aspx>

MI is a Good Fit for Work with Youth:



- Respectful
- Acknowledges Choice & Responsibility
- Sees Ambivalence as Normal
- Focus is on Decreasing Resistance



R.E.S.P.E.C.T.

How MI can be used with Youth:



- **Help motivate them towards a particular healthy change**
- **Engage them in services**
 - Engagement & Retention

One study youth receiving MI attended
17 sessions vs. 6 sessions

Using MI with Youth:



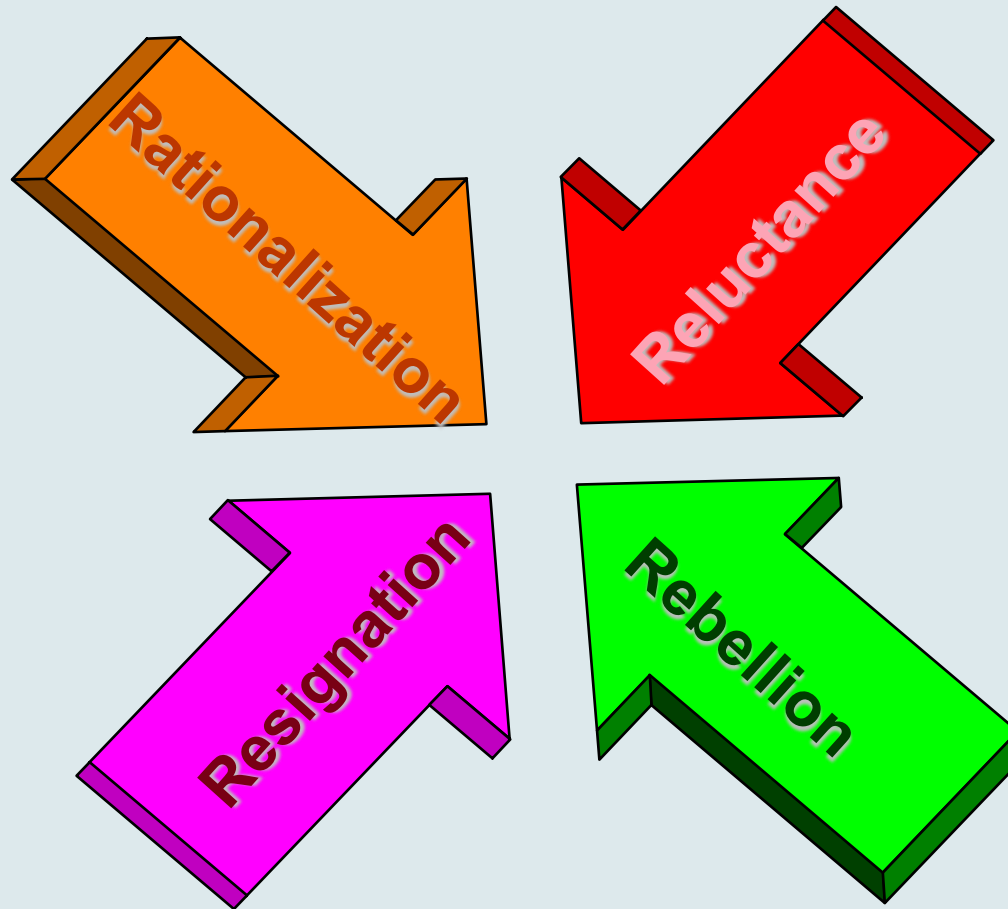
- **1st Step: Establish Trust & Rapport**
- Next Steps:
 - Develop Discrepancy
 - Elicit Change Talk
 - Resolve Ambivalence
 - And/or review options for change

Rolling With Resistance



- How do you see/hear resistance from your clients?
- How can resistance be a “normal” response?

Four Manifestations of Resistance



TRAPS that Create Resistance...



- Question—Answer
- Confrontation—Denial
- Expert Trap
- Premature Focus/Action Planning
- Righting Reflex



Beware the Righting Reflex!



- If we argue for one side, the client usually defends the other

(Reactance Theory)

- Resist taking up “the pro-change side” of ambivalence

- Born of concern and caring; if there’s a problem, let’s fix it!
- Fails to consider ambivalence in the change process
- May evoke resistance

How Do We Roll With Resistance?



- Avoid arguing for change
- Avoid meeting resistance with resistance
- Shift direction of the momentum
- Resistance is a signal to respond differently

Reflective Responses to Resistance



- Simple
- Amplified
- Double Sided

Simple Reflection



- Offers acknowledgment of the person's feelings or perceptions
- Allows them to feel heard
- Invites further exploration, rather than continued defensiveness

Simple Reflection



“I don’t know why CPS is looking into this. My kids are fine.”

- *“It sounds like you don’t understand why all this is happening.”*
- *Another example...*

Simple Reflection



“I just don’t want to take pills. There is nothing wrong with me. I can handle this on my own.”

- *“You don’t think that medication works for you.”*
- *Another example...*

Amplified Reflection



- Reflects back what the person has said in an amplified or exaggerated form – to state it in an even more extreme fashion.
- If successful, this will encourage the person to back off a bit and will elicit the other side of ambivalence.

Amplified Reflection



“My alcohol use isn’t that bad. Everyone drinks; I bet you do too. It is my depression that is the problem.”

- *“Your alcohol use is no of concern at all, your only concern is the depression.”*

“Right, I am not concerned about the alcohol, but someone said it makes depression worse. Is that true?”

Double-Sided Reflection



- Captures both sides of ambivalence and presents both sides back to the client
- Use the clients words/language
- 1st part of the reflection: anti-change language
- 2nd part of the reflection: pro-change language

Double-Sided Reflection



“I'm sick of having to take care of all of this stuff for court. But I really don't want to lose my kids or anything. I just want all of this to be over.

- *“You really feel two ways about this. It's difficult to meet all of the court requirements, and yet you recognize that attending your services is a condition that's been set by the court. You really don't want to violate any of those conditions and possibly lose your kids.”*
- *“You really feel two ways about this. You're tired of having to do so many things for court and at the same time you don't want to lose your kids and you just want to put all of this behind you.”*

Double-Sided Reflection



Can use as a link to past sessions:

“I would take medication if it didn’t have all the side effects. I cannot live like that.”

- *“It sounds like on the one hand the side effects of your medication are extremely hard to deal with and on the other hand you mentioned last time that there are times the medication has helped you feel more stable.”*

Strategic Responses to Resistance



- Shifting focus
- Reframing
- Emphasizing personal choice
- Coming along side

Shifting Focus



- Shifts the person's attention away from what seems to be a stumbling block in the way of progress
- The general structure of a shifting focus response is to first defuse the initial concern and then direct attention to a more readily workable issue

Shifting Focus



“Okay, the judge sent me here, so just tell me what I have to do so I can get it over.”

- *“I don’t know enough about you yet for us to even start talking about what it makes sense for you to do. How about if we start by checking in on...”*

Emphasizing Personal Choice



- Resistance sometime arises from the phenomenon of psychological reactance.

When people perceive their freedom of choice is being threatened, they tend to **react** by asserting their liberty.

- Probably the best antidote to this reaction is to assure the person of what is surely the truth: **in the end, it is the client who determines what happens.** An early assurance of this kind can diminish reactance.

Emphasizing Personal Choice



“I don’t have time to be sitting up in a classroom. I’m never gonna finish high school and my family needs me to get a job.

- *“You really want to help your family financially and you have a lot of pressure on you to finish school. The truth is you’re the only one who really knows the best choice for you and your life.”*

Reframing



- Acknowledges the validity of the person's observations but offers a **new meaning** or interpretation for them
- The client's information is recast into a new form and **viewed in a new light** that is more likely to be helpful and to support change

Reframing



“That was never explained to me, that I would need to do that.”

- *“You are hearing this for the first time now and you’re the kind of person who wants to know all the requirements and stay on top of things.”*

Reframing



“I’ve tried to change, and it didn’t work.”

- *“You’ve done a lot and you keep trying to figure out what will work best for you.”*

Coming Alongside



- MI is basically a dialogue about the client's ambivalence
- By the nature of ambivalence, when the counselor raises only one side the client is inclined to explore the other
- Knowing this, it follows that siding with the counterchange perspective should elicit change talk from the client

Coming Alongside



“My drinking is not a big deal- my family seems to think that it is, but it’s not.”

- *“Drinking is not an issue for you.”*
- *“Your family sees it differently than everyone else.”*

Reflective & Strategic Responses to Resistance



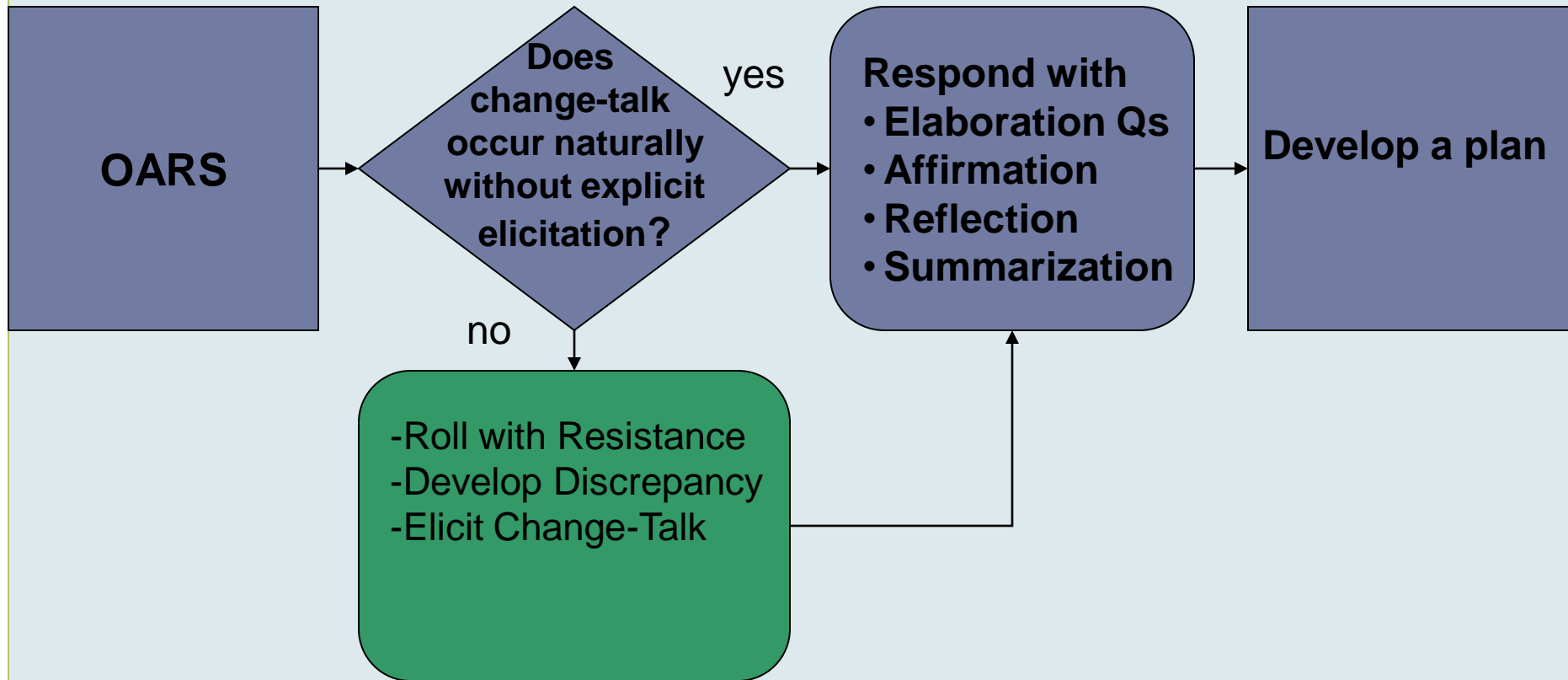
- Simple
- Amplified
- Double Sided
- Shifting focus
- Emphasizing personal choice
- Reframing
- Coming along side

Negotiating a Change Plan



- Recognizing Readiness
- Test the Water
- Beware of Which Trap?

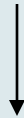
MI Flow Chart



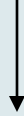
Structure for MI Sessions: 7 Steps



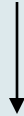
Agenda/Opening



Determine Target



Exploring Exercise/Elicit Change Talk



Created by Liz Barnett, MSW and Mary Beth Abella, MSW

Structure for MI Sessions: 7 Steps



Transitional Summary



Key Question



Change Plan



Closing/Statement of Confidence

Created by Liz Barnett, MSW and Mary Beth Abella, MSW

Structure for MI Sessions: 7 Steps



Include in Opening Structure:

- Amount of time you have available
- Explain your role/goals
- Describe the client's role
- Anything specific that must be covered
- An open-ended question

* Can also use a Menu of Options

Structure for MI Sessions: 7 Steps



Opening Structure Example:

“We have about an hour together now, and in this time I want to get a beginning understanding of what brings you here. I’ll probably spend most of this time listening, so that I can understand how you see things and what your concerns are. You must also have some hopes about what will and won’t happen here, and I’ll want to hear about those. Toward the end of this hour I’ll need to ask you for some specific information that I need, but let’s just get started now. What’s on your mind?”

4 Fundamental Processes in MI



1. Engaging

2. Focusing

3. Evoking

4. Planning

*Slide courtesy of Dr. William Miller

Change Talk v. Sustain Talk



What would we like to hear our clients say?

- Change talk is client speech that favors movement in the direction of change
- Sustain talk is client speech that favors the status quo



People are generally better persuaded by the reasons which they have themselves discovered than by those which have come in to the mind of others.

Pascal
Mathematician/Philosopher
1660

The Flow of Change Talk



Commitment language predicts behavior change

Desire
Ability
Reasons
Need



Commitment



Change

Recognizing Change Talk: DARN-CAT



- Desire: *I want to*
- Ability: *I can*
- Reason: *It's important*
- Need: *I should*

Recognizing Change Talk: DARN-CAT



Mobilizing Change Talk

-reflects resolution of ambivalence

- Commitment: *I will*
- Activation: *I am ready*
- Taking Steps: *I am doing it now*

Categories of Change Talk



- *Desire:* “I want to quit getting in trouble.”
- *Ability:* “I can control my anger.”
- *Reasons:* “I could stop smoking weed if I wanted to.”
- *Need:* “I will get kicked out of here if I don’t change.”
- *Commitment:* “I will try harder in my classes.”

10 Strategies for Evoking Change Talk



1. Ask Evocative Questions
2. Explore Pros & Cons
3. Ask For More Detail
4. Ask For An Example
5. Looking Back
6. Looking Forward
7. Querying Extremes
8. Use Change Rulers
9. Explore Goals/Values
10. Come Alongside

Slide compliments of Steve Berg-Smith

Eliciting Change Talk



Asking OPEN questions is the simplest & most direct approach. By asking evocative questions, you get answers that are change talk...

- Problem recognition:

“In what ways has this been a problem for you?”

- Concern:

“What makes you think you may need to change?”

Eliciting Change Talk



- Benefits to change:

“What would be the advantages of making a change?”

- Optimism:

“What would work for you if you decided to change? What has helped you with changes in the past?”

Eliciting Change Talk



- Why would you want to make this change?
(Desire)
- How might you go about it, in order to succeed?
(Ability)
- What are the three best reasons for you to do it?
(Reasons)
- How important is it for you to make this change?
(Need)
- So what do you think you'll do?
(Commitment)

Exploring Pros and Cons (Decisional Balance)



- **Goal is to explore;** not to tell the client what to do
- **Start with positive things** about the behavior:
What do they get out of it?
- **Then ask for not so positive things.** If they have said something earlier that they leave out you can offer a reminder. “You also mentioned...”
- **Summarize/Double-sided Reflection:** “on the one hand marijuana helps you socialize and on the other hand you are concerned about maybe getting arrested.”

Decisional Balance: MotivationalInterview.org



Making
a
Change

Benefits/Pros

Costs/Cons

Not
Making
a
Change

Decisional Balance



Positives/Pros of Current Problem Behavior

Negatives/Cons of Current Problem Behavior
(expand on/explore more than pros)

Decisional Balance Exemplifies...



- Ambivalence is part of the picture
- People have good reasons to keep doing a behavior and to quit doing a behavior
- Resolving ambivalence is key to success in treatment



You do not have to want to stop your current behavior in order to change. You simply have to want something else more.

Aldo Pucci

Change Rulers: Importance/Confidence Rulers



ASSESS Motivation to Achieve Goal:

On a scale of 0-10 how important is it to you to achieve this goal?

0 1 2 3 4 5 6 7 8 9 10

ASSESS Confidence to Achieve Goal:

On a scale of 0-10 how confident are you that you can achieve this goal?

0 1 2 3 4 5 6 7 8 9 10

(0=Not at all important 5=Somewhat Important 10=Extremely Important)

Readiness Rulers exemplify ...



- Understand how the person views this change
- Change may be very important
(I need to leave him...) the confidence to carry out that change may be low (I don't know how to make it on my own)
- We usually regard the above situation as resistance or non-compliance, when in fact it is that we do not understand what the person is experiencing

Eliciting Change Talk



- **Looking Back:** Ask about a time before the current concern emerged. How were things better, different?
- **Looking Forward:** Ask what may happen if things continue as they are (status quo). How about if the client was successful in making the change?

Eliciting Change Talk



Querying Extremes

- “What are the worst things that might happen if you don’t make this change?”
- “What are the best things that might happen if you do make this change?”

Eliciting Change Talk



Exploring Goals and Values

- Ask what the person's guiding values are. What do they want in life? Using a values card sort can be helpful here.
- Ask how the problem behavior fits in with the person's goals or values. Does it help realize a goal or value, interfere with it, or is it irrelevant?

Values Card Sort



- Ask client to sort through cards & pick the top 3-5 for each category:
 - Very Important to Me
 - Important to Me
 - Not Important to Me(“Other” card- can add one of their own)
- (If time or you think it would be helpful)
Ask them to elaborate on each value under “Not Imp.” then reflect, repeat process for “Imp.” category.

Values Card Sort



- **Main Focus: “Very Important” Category**
 - Ask them to elaborate on each value
 - Reflect
 - Say: “What I’d like you to do now is take each of those & tell me whether you think what’s going on in your life now/your drinking/use is having a positive/negative/or neutral impact on that value. Does that sound ok?”
 - Summarize & Key Question



Training & Services

Katie Slack is based in San Diego, CA. She provides local, as well as national and international Trainings & Consultation.

FREE 45 MIN. PRESENTATION: MOTIVATIONAL INTERVIEWING 101:

Katie Slack will come to your agency and present an overview of Motivational Interviewing for FREE! Contact her today for a staff meeting, brown bag lunch, etc.

[Contact Katie Slack for a
FREE 45 min. Presentation](#)

TRAININGS:

Katie Slack's Trainings are distinguished by her warmth and the Motivational Interviewing spirit and skills she uses to facilitate trainings, giving participants a chance to witness Motivational Interviewing in action, and creating a supportive, engaging learning environment. Her sole purpose in all training and consultation is for participants to walk away with access to Motivational Interviewing skills that can immediately enhance their work with clients - ultimately providing them a new platform from which to work more effectively and efficiently with clients long term. [Upcoming Trainings](#)

[Contact Katie Slack for info on
Agency Trainings](#)

Responding to Change Talk (EARS)



- **E**laborate: “In what way...?” “Tell me more...”
“What else...?”
- **A**ffirm: “That took a lot of courage; You’re a person who can make changes when you need to...”
- **R**eflect: “That’s really important to you”
“You realize it’s become a problem...”
- **S**ummarize: “There are a number of things I’m hearing about your situation. First, you’re concerned about ... Also, you feel ..., and you’re thinking...”

Integration of MI Into Your Work



Tools:

Spirit of MI- Being Non-judgmental:

The paradox of change: when a person feels accepted for who they are and what they do-no matter how unhealthy-it allows them the freedom to consider change rather than needing to defend against it. (Berg-smith training and consultation workshop, 2004)

- **OARS**
- **Using Stages of Change**
- **Use Change Rulers (TIP Sheet)**
- **Use Decisional Balance** (www.motivationalinterview.org)
- **Values Card Sort** (www.mitrainingtoday.com)
- **Change Plan** (www.motivationalinterview.org)

Resources



- MINT Website: www.motivationalinterview.org
- Center on Alcoholism, Substance Abuse and Addictions (CASAA): www.casaa.unm.edu/index.html
- Arkowitz, Westra, Miller, and Rollnick (2007). Motivational Interviewing in the Treatment of Psychological Problems
- Miller and Rollnick (2002). Motivational Interviewing: Preparing People for Change, 2nd edition
- Rollnick, Miller, and Butler (2007). Motivational Interviewing in Health Care Helping Patients Change Behavior

How Do I Maintain My MI Skills?



**THE
PROBLEM** 

- Need for Ongoing Learning
- Need for Support & Coaching

How Do I Maintain My MI Skills?

**THE
SOLUTION**



**#1- Peer Support
Group/Learning
Community**

**#2- Support &
Coaching**

➤ **Ongoing Learning**

➤ **Support Trainee
Confidence**

**- More likely to engage in a
behavior if confident of
abilities**



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